

# Inspection of All Saints CofE VA Primary School

Boughton Green Road, Kingsthorpe, Northampton, Northamptonshire NN2 7AJ

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Inspection dates: 8 and 9 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

The values tree, located in the chapel, reminds pupils to always demonstrate the 12 school values, which include respect, compassion and humility. Pupils and staff celebrate those who demonstrate these values by awarding them 'Values in Practice (VIP) Awards'.

The school community has an inclusive and caring ethos. Leaders have ensured that there is a sharp focus on pastoral care for pupils. Pupils can access the 'Rainbow Room' and speak to a trusted adult if they have a problem. They can also access the 'Soothe Booth' if they are upset or angry. Pupils feel safe and happy at this school.

Pupils have a clear understanding of what bullying is. They are quick to point out that any form of bullying will not be tolerated. They told inspectors that if bullying is reported it is always dealt with well.

Teachers have high expectations of pupils' behaviour. As a result, classrooms are mainly calm and orderly environments in which pupils can learn.

Pupils enjoy attending this school. They speak positively about their experience in lessons. For example, one pupil told inspectors: 'I love 3D shapes and times tables. Teachers challenge me a lot and I like that.' Other pupils described their love for French.

## **What does the school do well and what does it need to do better?**

Leaders have ensured that the curriculum has breadth and depth. Subject leaders are effective in overseeing each of the subjects that make up the curriculum. They have broken down the most important topics and concepts into the key knowledge pupils need to know. This ensures that teachers can teach the curriculum in a logical order. This builds pupils' knowledge over time.

Teachers receive subject-specific training. They have good subject knowledge for many of the subjects they teach. In lessons, teachers present subject matter clearly. They choose resources and tasks carefully, to match the planned learning. In some of the foundation subjects, teachers do not use assessment well enough. Some teachers do not check that pupils remember important knowledge. Some pupils have gaps in their knowledge that teachers do not always address.

Leaders prioritise reading. In Reception, staff are quick to start teaching children about the sounds that letters make. Leaders are ambitious. They aim for children to know 42 letter sounds within the first term of the Reception Year. Teachers have been trained to be early reading experts. They are quick to spot pupils who fall behind. Teachers intervene straight away so that these pupils keep up with their peers. Pupils read every day. The books that teachers choose for younger pupils to read do not always precisely match pupils' phonics knowledge. Sometimes, pupils

struggle to read these books. Pupils develop a love for reading and enjoy story time. They listen with enthusiasm and awe as teachers read books such as 'The Iron Man'.

The curriculum pupils study during their time at the school starts in the early years. Teachers consider what children already know and what their interests are. They adapt plans to include important life events of the children they teach. Children can easily access what they need to develop and learn. Staff are well deployed to enhance the children's learning experiences. They encourage children to take risks. In the outdoor area, for example, an adult supported children to climb to the top of the climbing frame.

Leaders are very quick to identify pupils' additional needs. They are determined to treat pupils as individuals and to cater for their needs. Adults support pupils with special educational needs and/or disabilities (SEND) well so that they can access the same curriculum as their peers.

Pupils benefit from wider development opportunities. They write and deliver speeches to be voted into positions of responsibility such as junior leader and eco councillor. Pupils take part in community litter picking and lead events such as the non-school uniform day to raise money for charity. The curriculum teaches pupils about healthy living and the importance of exercise. Pupils benefit from age-appropriate relationships education. They learn the importance of being kind to themselves and others. The pupils describe the key message around looking after others as: 'Too much selfie isn't healthy.'

Pupils' behaviour is good. Their attitudes towards learning and their motivation are positive. When pupils do misbehave, staff follow the 'Good to be Green' behaviour policy consistently. Many pupils respond to the first warning. They understand that the accumulation of yellow, amber or red cards will lead to consequences.

Governors have a secure understanding of the school's strengths and the areas in which it needs to improve. They understand and fulfil their statutory responsibilities. Staff are proud to work at this school. Leaders support them well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for staff. Staff fully understand how to record and report concerns about pupils. They report the smallest of changes in appearance or behaviour as they know it could be a sign that a child needs help. Teachers and leaders keep an even closer eye on the most vulnerable pupils by undertaking a daily well-being check.

The curriculum includes opportunities for pupils to learn how to stay safe. Pupils understand how to keep themselves safe. Pupils told inspectors there is always an adult to speak to if they have a concern.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have introduced a new phonics programme. Some books are not sufficiently well matched to the sounds pupils know. This means that some early readers do not read fluently as quickly as they could. Leaders must ensure that the new phonics programme and the accurate matching of books to pupils' phonic knowledge enable pupils to become fluent and confident readers.
- The curriculum for some of the foundation subjects has recently been redeveloped. Some teachers do not check that pupils have remembered the most important knowledge when they assess pupils in these subjects. As a result, they do not consistently identify gaps in pupils' knowledge. When such gaps are evident, some teachers do not address them effectively. Leaders must ensure that all teachers can use assessment consistently well across all foundation subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122096
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10211388
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Burditt
<b>Headteacher</b>	Claire Dunstan
<b>Website</b>	<a href="http://www.allsaintscevakingsthorpe.org.uk">www.allsaintscevakingsthorpe.org.uk</a>
<b>Dates of previous inspection</b>	22 and 23 June 2016, under section 5 of the Education Act 2005

## Information about this school

- A section 48 inspection took place on 26 June 2017.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in English, reading, mathematics, modern foreign languages and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils in the Reception Year and key stage 1 read to a familiar adult.

- Inspectors also visited a range of lessons in other subjects. For these subjects, they checked the work pupils had produced, spoke to subject leaders, looked at subject plans and spoke to teachers and pupils.
- Inspectors met with leaders responsible for behaviour, personal development, looked after children, pupil premium, and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the designated safeguarding leader and child protection officer to discuss the actions taken to keep pupils safe. He reviewed a range of documents, including the school's single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. Inspectors also reviewed documents related to the external quality assurance of the school.
- An inspector met with a group of support staff.
- The lead inspector met with governors, including the chair of the governing board. He had a telephone discussion with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

### **Inspection team**

Rakesh Patel, lead inspector	Her Majesty's Inspector
Aoife Galletly	Her Majesty's Inspector
Ann Davey	Ofsted Inspector
Caroline Evans	Ofsted Inspector

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